DOCUMENT RESUME

ED 288 974 CE 047 988

AUTHOR Lankard, Bettina A.
TITLE Search for Available Jobs. Work Skills: Job Search Skills Competency 2.0. Connections. School and Work Transitions.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 87
GRANT G008620030
NOTE 38p.; For related documents, see ED 263 383 and CE 047 979-998.
AVAILABLE FROM National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB03--$15.00; complete Connections set, SP100PR--$350.00).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Choice; Career Education; Competency Based Education; Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; *Employment Potential; Employment Practices; *Employment Qualifications; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Motivation; Needs Assessment; Secondary Education

ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to search for available jobs: identify potential employers, decide which employers to contact first, and follow job leads. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

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Work Skills

Job Search Skills
Competency 2

Search for Available Jobs

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THE OHIO STATE UNIVERSITY

Connections
School and Work Transitions

Work Skills

Competency 2.0
Search for Available Jobs

A Module in the Job Search Skills Series

Bettina A. Lankard

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
1987

The work presented herein was originally developed by the National Center for Research in Vocational Education pursuant to a grant with the U.S. Department of Labor. Current revisions have been made possible pursuant to a grant with the Office of Vocational and Adult Education (OVAE), U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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Introduction

The Job Search Skills training program is designed to prepare you for each phase of the job search—from the employer contact . . . to the application . . . to the interview . . . to the job.

How Does Job Search Skills Prepare You for the Job Search?

Job Search Skills tells you the exact skills you need to conduct a job search. And it gives you ways to learn, practice, and apply the skills. It also gives you a way to document or prove that you have mastered the skills.

What Is So Special about the Job Search Skills Program?

The Job Search Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on competencies or sets of skills.

individualized competency-based instruction is special. It allows you to work on skills you need.

For example, do you have a properly prepared resume? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need. Do you need to spend more time on learning to complete an application? Then do it. You can match this program to meet your needs.

There is another advantage to an individualized program. It allows you to proceed at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

But, don't allow yourself to become lazy! The earlier that you can become competent in these skills, the sooner you can go out and get a job.

What Are the Competencies Necessary For Job Search?

Employers, placement officers, guidance counselors, and personnel directors have helped to identify five major job search competencies. These are:

1.0 Prepare for the Job Search
2.0 Search for Available Jobs
3.0 Apply for Jobs
4.0 Interview for Jobs
5.0 Handle Job Offers

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of these five job search competencies are in five separate modules. This module contains instructions for Competency 2.0: Search for Available Jobs. Look at the outline that follows. Find the competency statement. It is listed by whole number. Example:

2.0: Search for Available Jobs

2.0: Search for Available Jobs

2.01: Identify Potential Employers

2.01A. Compile a List of Job Leads

2.01B. Gather Facts about Job Leads

2.02: Decide Which Employers to Contact First

2.02A. Relate Personal Skills to Job Leads

2.02B. Relate Personal Preferences to Job Leads

2.03: Follow Job Leads

2.03A. Prepare Your Message

2.03B. Contact Employers by Telephone

2.03C. Contact Employers in Person

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

2.01: Identify Potential Employers
2.02: Decide Which Employers to Contact First

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

2.01A: Compile a List of Job Leads
2.01B: Gather Facts About Job Leads

Read through the outline. Get to know the content areas.

How Should You Begin?

First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way.

Competency 2.0: Search for Available Jobs

Task 2.01: Identify Potential Employers

Operational Unit 2.01A: **Compile a List of Job Leads**

Next is the performance objective. This objective is a statement. It describes three things:

- The conditions under which you begin your performance:

  Given a number of resources

- The job-related performance expected of you:

  you will be able to compile a list of job leads

- The standards of performance:

  to the satisfaction of the instructor

Next are the steps you must follow to do the unit of work. Example:

Step 1. Look in the yellow pages of your phone book.

Following are the procedures you will follow to do the steps. Example:

a. Read the entire index. Read from A through Z.
b. Read the titles or categories of listings.
c. Check every title that relates to the job you seek.

d. List the pages where this information is found.

Read the information. Follow the instructions. All information sheets are in the module. Your instructor has copies of the worksheets. Be sure to fill out your worksheets neatly and completely. You will refer to them throughout the program.

After you complete all the procedures and steps in a unit, **stop**. Decide how you are doing. Seek help from your instructor if necessary.

Next, rate yourself on the evaluation checklist. Then, show your worksheet and checklist to the instructor. Your instructor will check your work and rate you on the checklist.

This checklist is a helpful tool. It will tell you the sets of skills you have. It will tell your instructor—and prospective employer—the skills you have.

Now, before you begin this module, talk with your counselor. Talk with your instructor. Review your experiences. Are there some competencies you can show now? For example, do you have a properly prepared resume?

Read the evaluation checklists on the operational units. Can you perform the steps? If so, see your instructor. Ask him or her to evaluate you. Then, find out which module to begin. Seek your instructor's advice.

Now, begin to work on a competency you need.

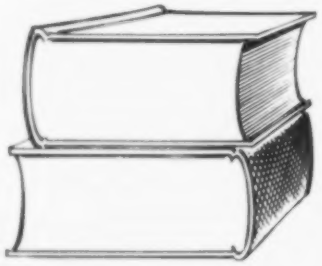
Good luck! Enjoy the Job Search Skills training program. Then get a job!

Task 2.01
Identify Potential Employers

Competency 2.0:	Search for Available Jobs
Task 2.01:	Identify Potential Employers
Operational Unit 2.01A:	**Compile a List of Job Leads**
Performance Objective:	Given a number of resources, you will be able to compile a list of job leads to the satisfaction of the instructor.

Step 1. Look in the yellow pages of your phone book.

a. Read the entire index. Read from A through Z.
b. Read the titles or categories of listings, for example:
   Banks, Banquet Rooms, Barbers, Beauty Salons. Businesses are listed under special titles. These titles relate to the product and/or services the businesses provide.
   Example:
   Title: *Barber*
   Business: *Cut & Curl*
   The New Wave



c. Check every title that relates to the job you seek. For example:
   Barber
   Beauty Salon
d. List the pages where this information is found. Keep this list with your yellow pages. Soon you will contact employers under each title.
   Example:
   Barber, pp. 19-25
   Beauty Salons, pp. 42-50
   The yellow pages can give you many job leads. In a large city, the leads could number over a thousand.

Step 2. Look in trade, industry, or professional publications.

a. Find information about new job markets.
b. Read the employment want ads.
c. Circle or list the job leads. Keep the publications or lists with the yellow pages of your phone book.

Step 3. Call your local chamber of commerce.

a. Ask for names of companies that need your skills.
b. List these job leads. Keep this list with the other lists.

Step 4. Contact apprenticeship programs, unions, and other local organizations and associations.

a. Look in the yellow pages. Check these categories: Associations, Organizations (Local, Trade, Retail, etc.)
b. List or check the groups to contact:
   Associated Builders and Contractors
   Federation of Licensed Practical Nurses
   Bureau of Apprenticeship Training
c. Call or write for information. Describe your job needs and skills.
d. Ask for a list of employers that hire for the type of job you want.
e. Make a list of these names. Keep your lists together.

Step 5. Contact friends, relatives, classmates, and other acquaintances.

a. Contact people who will have good things to say about you and your skills.
b. Tell the people that you are seeking a job. Tell them the kind of work you want. Tell them your career objective.

c. Ask for advice. Find out names of employers you might contact.
d. Keep a list of these employers.

Step 6. List public employment agencies.

a. Look in the yellow pages. Find the names of these agencies.
b. Decide if you want to register at any of these agencies. There is no fee for their services.
c. List names of agencies you might contact.

Step 7. Look through the want ads.

a. Read the ads carefully.
b. Circle job leads that appeal to you.

Step 8. Contact school placement offices.

a. Talk with a counselor from the placement office at the school you attend or attended.
b. List the job leads you get.

Step 9. Contact former employers and co-workers.

a. Contact people who will say good things about you—your work attitude and performance.
b. Tell the people your job needs. Tell about your career objective.
c. Ask for a list of employers you might contact. Ask for names of specific people you should contact. These should be people who are managers or supervisors in their companies.
d. Make a list of businesses and the people you should contact.

Step 10. List private employment agencies.

a. Look in the yellow pages. Find the names of these agencies.
b. Be aware that these agencies charge for finding jobs. You should expect to pay at least 50-70 percent of your first month's wages.
c. List the agency names you might consider.

d. Put all your lists in one place. Keep the yellow pages and want ads and journals with the lists.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your lists to the instructor for evaluation. Your instructor will check them . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Competency 2.0: Search for Available Jobs

Task 2.01: Identify Potential Employers

Operational Unit 2.01B: Gather Facts About Job Leads

Performance Objective: Given a number of job leads, you will be able to gather facts about each of the businesses or jobs on your list to the satisfaction of the instructor.

Step 1. Find out about each job on your list.

a. Read the description thoroughly.
b. List the type and name of business on Worksheet 2.01B. Also list the type of job.

Step 2. Find out the facts you need about each job.

a. Contact the sources listed on Information Sheet 2.01B.
b. Find out what each business does.
c. List the facts next to each business's name. You should know what each business does, its products and services.
d. Find out the address and phone number of each business. Note them on your worksheet.
e. Find out how many employees are on staff in each business. Record numbers on your worksheet.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your lists to the instructor.

Your instructor will check them . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Information Sheet 2.01B

The following sources will give you facts about businesses. Look through the phone book first. You will be able to find most facts there. Then contact the other sources.

Phone book

Professional and trade journals

Chamber of commerce

Unions and other local organizations and associations

Friends

Relatives

Acquaintances

Former employers

Former and current co-workers

Counselors, placement officers, teachers

Task 2.02
Decide Which Employers to Contact First

Competency 2.0: Search for Available Jobs

Task 2.02: Decide Which Employers to Contact First

Operational Unit 2.02A: Relate Personal Skills to Job Leads

Performance Objective: Given lists of job leads, you will be able to identify the jobs that most suit your skills and experiences to the satisfaction of the instructor.

Step 1. Look at your career objective, education and training, experiences, and skills.

a. Review Worksheets 1.02A through 1.02H.
b. Review Worksheet 1.01A.

Step 2. Identify the jobs that most require the skills you have.

a. Read descriptions of jobs. Look at your list of job leads from Worksheet 2.01B.
b. Decide which jobs seem *most* related to your skills. Place a check in front of those jobs. They are some of the first job leads you will follow.

Step 3. Note experiences that relate to each job.

a. Read the jobs you checked.
b. Think of your work and training experiences. Which ones relate to each job? Example:
   Medical Lab Assistant
   - *Sales Clerk at Waldo Drugs*
   - *Bookkeeper at Mt. Carmel Hospital*
   - *Skill training course for medical laboratory assistant*
c. Briefly note these facts next to each job you checked.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your lists to the instructor. Your instructor will check your work . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Competency 2.0: Search for Available Jobs

Task 2.02: Decide Which Employers to Contact First

Operational Unit 2.02B: Relate Personal Preferences to Job Leads

Performance Objective: Given a list of job leads, you will be able to identify job leads that most match your personal preferences for size, location, and reputation of company to the satisfaction of the instructor.

Step 1. Identify the size of the company you prefer.

a. List *small* or *large* to show your preference.
b. List the largest number you consider to be small. Example:
   Small (less than 100 employees)

Step 2. Identify the areas (streets, sides of town, etc.) you find acceptable.

a. Note if you must work near a bus line.
b. Note the point at which there is a problem. Example:
   I can travel within 20 miles of my home.

Step 3. Find out the reputations of companies.

a. Find out what employees have to say. Do they like the companies where they work? Are they treated fairly? Get several opinions. All workers may not feel the same way.
b. Find out what other people think of each company. Is the company active in the community? Does it have a good reputation?
c. Find out special unpublicized facts. Are any companies, plants, or offices closing? Leaving

town? Ask people who might know this information. But check it out. Don't believe rumors. Find out the real facts.

Step 4. Match job leads to your preferences.

a. Look at Worksheet 2.01B. Look at the job leads you checked. These are the jobs for which you feel most suited.
b. Look at your preferences for company size and location.
c. Look at any notes you have about company reputation.
d. Decide which job leads are best suited to you and your wants. These are the jobs and employers you should contact first. Place an *X* in front of these employers.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your notes to the instructor. Your instructor will check your work . . . and advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Task 2.03
Follow Job Leads

Competency 2.0: Search for Available Jobs

Task 2.03: Follow Job Leads

Operational Unit 2.03A: Prepare Your Message

Performance Objective: Given the need to contact employers and arrange for an interview, you will prepare the message you will deliver to the satisfaction of the instructor.

Step 1. List the employers you will contact.

a. Decide which employers you will call. Get your job leads list from Worksheet 2.01B.
b. Find out the department or section where you might find work.
c. Find out the name of the person who can hire you. Is it the manager? Supervisor? Ask the telephone operator at the company. Ask friends. Ask your instructor. List the name on Worksheet 2.03A.

Step 2. Outline your opening remarks. (Use Worksheet 2.03A.)

a. Write a sentence. State how you will ask for the person in charge of hiring. Example:
   May I speak to Mr. Samuals?
   I would like to speak to the manager, please.
   Could you give me that person's name?
b. Write a sentence you could say to a secretary. State how you would answer this question:
   What are you calling about?
   I'm calling about the track program.

Step 3. Outline your message. (Use Worksheet 2.03A.)

a. Write your complete name:
   Hello. My name is Lester Alt.
b. Write a sentence about yourself. Describe your skills, experiences, or interests:
   I am on the track team at Central High.
c. Write a sentence to interest the listener. State some common interest, friend, or work experience. Reveal your knowledge about the company:
   I hear you have a new employee fitness program at your plant.
d. Write a sentence telling what you would like to do. State the activity. Don't state the job or job title:
   I would like the chance to help people workout in that program.
e. Write a sentence telling about your experiences:
   I've worked for two summers with Parks and Recreation in Homewood. I taught people of all ages.
f. Write a sentence. Tell the benefits you would bring to the company . . . or organization:
   I think you would like the way I work with people. I'm patient and enthusiastic. I talk easily with people and they like me.

Step 4. Outline your closing remarks.

a. List your specific skills that relate to the job. List three. Don't give too much information over the phone. Save it for the interview. Example:
   I can teach basic running and sprinting techniques.
b. List other contributions you could make:
   I think I could help your employees become healthy, enthusiastic, and dedicated.

Step 5. Outline ways you will ask for an interview.

a. State your desire:
   I would like to come in for an interview.
b. Explain why you want the interview:
   Then I could describe my skills and experiences to you in more detail.
c. Ask for the interviewer's name:
   When I come in, whom should I ask for?
d. Ask for a specific time and date:
   What date would be convenient? Time?
e. Ask where you should report:
   Which office shall I look for?
f. Extend thanks:
   Thank you for your time.

Step 6. Keep the message short.

a. Get a clock with a second hand.
b. Time how long it takes you to read the message.
c. Shorten the message if necessary.
   Does it take you longer than one minute to read the message? Then shorten it. The employer needs time to talk, too.
   Your entire conversation should take no more than one minute.

Step 7. Type or print the final message. Use it as a reference. You don't have to use the exact words. But you should have an idea of what you will say.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to your instructor for evaluation. Your instructor will

check your outline . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Competency 2.0:	Search for Available Jobs
Task 2.03:	Follow Job Leads
Operational Unit 2.03B:	**Contact Employers by Telephone**
Performance Objective:	Given lists of job leads and a prepared delivery, you will be able to talk with employers on the telephone and secure job interviews to the satisfaction of the instructor.

Step 1. Set up a practice situation.

a. Use a disconnected phone as you practice the steps that follow.
b. Ask another student to work with you.
c. Give the student a checklist. (Turn to Worksheet 2.03B.)
d. Ask the student to assess your phone delivery. (Ask him or her to use the checklist to rate you.)

Step 2. Prepare for the call.

a. Find a quiet place with a phone.
b. Sit at a desk or table by the telephone.
c. Place your job lead sheets and phone books at your side.
d. Place your prepared message in front of you.

Step 3. Place the call.

a. Dial the phone.
b. Ask for the person who can hire you. Ask for him or her by name or title.
c. Set a time to place a return call if the person is not in the office.

Step 4. Use good telephone techniques.

a. Speak clearly.
b. Speak at a moderate pace.
c. Sound enthusiastic and interested.
d. Act pleasant.

Step 5. Deliver your message.

a. Read the message you outlined.
b. Use expression in your voice. But don't overdo it!

Step 6. Deliver your closing remarks.

a. Refer to your outline. Read the closing remarks.
b. Bring the conversation to its goal—setting up the interview.

Step 7. Arrange for the interview.

a. Read the message on your outline.
b. Write down interview information:
   - The name of the interviewer
   - The place of the interview
   - The time and date of the interview
c. Repeat the information. Make sure you have it written correctly.
d. Thank the employer for his or her time.

Step 8. Explore other options within the company.
(Do this if you are told there are no openings.)

a. Describe other skills. Ask if there are other managers who are looking for someone with your skills.
b. Seek other leads. Ask for names of other companies you could contact.
c. Leave your name and phone number. Ask if you can call again in several weeks.
d. Send a resume.

Step 9. Practice this process.

a. Get feedback from other students.

30

b. Take steps to improve. Follow the suggestions given by others.

Step 10. Begin your calls.

a. Keep a record of each call on your job leads list.
b. Call until you have secured several interviews.
c. Evaluate yourself after each call. Use the checklist.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit. Do you feel that you have satisfactorily completed this unit? Then, ask the instructor to evaluate you. Your instructor will advise you, if necessary.

Competency 2.0: Search for Available Jobs

Task 2.03: Follow Job Leads

Operational Unit 2.03C: Contact Employers in Person

Performance Objective: Given lists of job leads and a prepared delivery, you will be able to meet and talk with employers and secure job interviews to the satisfaction of the instructor.

Step 1. Learn about the company or business.

a. Read the facts on your job leads list. You should have listed some facts about each company.
b. Find out more information if possible.

Step 2. Plan the time for your visit.

a. Set up a schedule for yourself. Plan to visit a number of businesses. Visit ones that are in the same area.
b. Arrive early in the day. People are more alert then. And they are usually at their desks.

Step 3. Set up a practice.

a. Find a room where you can work.
b. Ask another student to work with you.
c. Give the student a checklist. (Turn to Worksheet 2.03C.)
d. Ask the student to assess your approach. (Ask him or her to use the checklist to rate you.)

Step 4. Present a good appearance.

a. Be clean and well groomed:
   - Shower and shave.
   - Trim your nails.
   - Wash, comb, and style your hair.

- Use a limited amount of makeup.
- Use perfume or after-shave lotion sparingly.
- Brush your teeth.

b. Be well rested.
c. Eat breakfast. Avoid alcohol and other drugs.
d. Wear proper clothing. Wear clothes that are of the following characteristics:
   - Clean, pressed, and in good condition
   - The correct size
   - Correct style and lengths
     —Don't wear jeans.
     —Don't wear clothes that are too short, too long, too tight, or too revealing.
   - Appropriate
     —Wear clean and casual clothes.
     —If the job requires certain clothes, like a suit, wear them when you contact employers.

Step 5. Take copies of your resume.

Step 6. Take a typed copy of your message.

a. Review it before you talk to each employer.
b. Change the message a bit to suit each employer.

Step 7. Greet the employer.

a. Use the opening remarks on your outline.
b. Introduce yourself.

Step 8. Deliver your message.

a. Use good nonverbal skills:
   - Use good posture.
   - Smile.
   - Show interest, enthusiasm.
   - Look at the person.
   - Shake hands.
b. Use good verbal skills:
   - Speak clearly.
   - Speak at a moderate pace.
   - Use a pleasant tone of voice.

c. Present the main part of your message. (See your outline.)
d. Present your closing remarks.

Step 9. Arrange for the interview.

a. Ask if you may come in for an interview.
b. Explain that you would like to discuss your skills and experiences in more detail.
c. Write down the interview information:
   - The name of the interviewer
   - The place of the interview
   - The time and date of the interview
d. Repeat the information. Make sure you have it written correctly.
e. Thank the employer for his or her time.

Step 10. Explore other options within the company. (Do this if you are told there are no openings.)

a. Describe other skills. Ask if there are other managers who are looking for someone with your skills.
b. Seek other leads. Ask for names of other companies you could contact.
c. Leave your name and phone number. Ask if you can call again in several weeks.
d. Send a resume.

Step 11. Practice this process.

a. Get feedback and comments from other students.
b. Take steps to improve. Follow suggestions given by others.

Step 12. Begin your visits.

a. Keep a record of each visit. Write on your job leads list.
b. Visit until you have secured several interviews.
c. Evaluate yourself after each visit. Use the checklist.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask the instructor to evaluate you. Your instructor will advise you, if necessary.

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

Program Information Office
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio
Telex: 8104821894

CONNECTIONS ORDER FORM

Available by special purchase options or by individual item.

Order Number	Title	Unit Price	Purchase Options A	B	C	D	Quantity Ordered	Extended Price
SP100AA	**COORDINATOR'S RESOURCES** The Connector's Guide	$ 39.95	1	1	1	1		
SP100AB	Introduction to Connections videocassette (1/2-inch VHS)	25.00	1	1	1	1		
*	Career Information in the Classroom	49.00	1	1				
SP100AC01	Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators	18.50	1	1				
SP100AC02	Dignity in the Workplace: A Student's Guide to Labor Unions	7.75	1	1				
SP100AD	National Perspective on Youth Employment videocassette (1/2-inch VHS)	95.00	1	1				
SP100BA01	**EMPLOYER'S CHOICE** Resource Manual (instructor guide and black-line masters)	25.50	1	1	1			
SP100BA02	Instructor Guide (separate)	7.00						
SP100BB01	Priorities That Count student book	4.00	1	20	20			
SP100BB02	On the Job student book	7.25	1	20	20			
SP100BC	What Works in the Job Search videocassette (1/2-inch VHS)	75.00	1	1	1			
SP100CA01	**WORK SKILLS** Resource Manual (instructor guide and black-line masters)	29.95	1	1		1		
SP100CA02	Instructor Guide (separate)	4.75						
SP100CA03	Set of 13 Work Skills Modules	39.00	1					
SP100CB01	Orientation to the World of Work (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB02	**Job Search Skills** Prepare for the Job Search (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB03	Search for Available Jobs (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB04	Apply for Jobs (pkg. of 5)	15.00		2 pkg.		2 pkg.		
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SP100DA	**CAREER PASSPORTS** Career Passport Leader's Guide	9.50	1	1	1			
SP100DB	Career Passport Student Workbook (pkg. of 10)	19.95	1 ea.	2 pkg.	2 pkg.			
SP100EA01	**EMPLOYMENT FILE** Credentials for Employment (pkg. of 20)	19.95	1 ea.	2 pkg.	1 pkg.	1 pkg.		
SP100EA02	Career Portfolio (pkg. of 20)	9.95	1 ea.	2 pkg.	1 pkg.	1 pkg.		
	SPECIAL PURCHASE OPTIONS							
SP100PR	**A** **Connections Professional Set**—A complete set of materials in the package (1 copy of each product)	350.00	1					
SP100SA	**B** **Connections Start-Up Program**—Includes the professional set and student materials for one class in Employer's Choice, one class in Work Skills, and one class in Career Passports and Employment File materials for all classes	800.00		1				
SP100SB	**C** **Employer's Choice Sampler**—All materials for conducting a short course or infusion unit on strategies for meeting employer's hiring and retention standards	350.00			1			
SP100SC	**D** **Work Skills Sampler**—All materials for conducting a competency-based instructional program on job search and retention for students with a low reading level	385.00				1		

NOTE: Purchase Options A-D include 25% discount off individual unit price.

* Additional copies of this resource can be obtained by contacting Meridian Education Corporation, 205 East Locust Street, Bloomington, Illinois 61701.

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